



Kentucky Department of Education

# School Councils and the Achievement Gap

## Resource Book

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These SBDM training materials were developed by the Kentucky Department of Education for use in training school council members in implementing school-based decision making.



## **KRS 158.649**

- 1) "Achievement gap" means a substantive performance difference on each of the tested areas by grade level of the state assessment program between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.
- 2) By November 1 of each year, the Department of Education shall provide each school council, or the principal if a school council does not exist, data on its students' performance as shown by the state assessment program described in KRS 158.6453. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, English proficiency, and participation in the federal free and reduced price lunch program. The information from the department shall include an equity analysis that shall identify the substantive differences among the various groups of students identified in subsection (1) of this section. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be no later than seventy-five (75) days following the first day the assessment can be administered.
- 3) Each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish a biennial target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.
- 4) By February 1, 2003, and each February 1 in odd-numbered years thereafter, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's biennial targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the biennial targets before they are submitted to the local board of education for adoption. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.
- 5) By April 1, 2003, and each April 1 in odd-numbered years thereafter, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the consolidated plan to include the biennial targets, strategies, activities, and a time schedule calculated to

eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:

- a. Curriculum alignment within the school and with schools that send or receive the school's students;
- b. Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
- c. Professional development to address the goals of the plan;
- d. Parental communication and involvement;
- e. Attendance improvement and dropout prevention; and
- f. Technical assistance that will be accessed.

Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be October 1 of each year.

- 6) The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under KRS 160.340.
- 7) Based on the disaggregated assessment results, the local board shall determine if each school achieved its targets for each group of students. Only data for a group of students including ten (10) or more students shall be considered.
- 8) Notwithstanding KRS 160.345(8) and 158.070(8), if a local board determines that a school has not met its target to reduce the identified gap in student achievement for a group of students, the local board shall require the council, or the principal if no council exists, to submit its revisions to the school improvement plan describing the use of professional development funds and funds allocated for continuing education to reduce the school's achievement gap for review and approval by the superintendent. The plan shall address how the school will meet the academic needs of the students in the various groups identified in subsection (1) of this section.
- 9) The superintendent shall report to the commissioner of education if a school fails to meet its targets to reduce the gap in student achievement for any student group for two (2) consecutive years. The school's improvement plan shall be subject to review and approval by the Kentucky Department of Education and the school shall submit an annual status report. The Department of Education may provide assistance to schools as it deems necessary to assist the school in meeting its goals.
- 10) The school-based decision making council, or the principal if there is not a council, shall no longer be required to seek approval of the plan under subsections (8) and (9) of this section when it meets its biennial target for reducing the gap in student achievement for the various groups of students identified in subsection (1) of this section.

## KBE Goals

The Kentucky Board of Education has established statewide goals. These were updated in late fall 2015.

<b>Proficiency</b>	Increase the averaged combined reading and math K-PREP scores from elementary and middle school students from 44 percent to 72 percent by 2017.
<b>Graduation</b>	Increase the average freshman graduation rate from ____ percent to ____ percent by ____.
<b>College- and Career-Readiness</b>	Increase the percentage of students who are college- and career-ready from ____ percent to ____ percent by ____.
<b>Gap</b>	Increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 33 percent in 2012 to 66.5 percent in 2017.
<b>Novice Reduction</b>	Decrease the percentage of students scoring novice in reading and math from ____ percent to ____ percent by ____.

## Glossary Specific to Closing Achievement Gaps

**Achievement Gap:** A substantive performance difference on each of the tested areas by grade level of the state assessment program between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free and reduced-price meals.

**American College Test (ACT):** A comprehensive system for collecting and reporting information about students planning to enter postsecondary education consisting of four major components: Tests of Educational Development, Course/Grade Information Section, Student Profile Section (SPS) and The ACT Interest Inventory.

**College & Career Readiness (CCR):** A unified strategy developed in collaboration between the Kentucky Council on Postsecondary Education (CPE), the Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE). The strategy's goal is to reduce college remediation rates of high school graduates by at least 50 percent by 2014 and to increase the college completion rates of students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014.

**Comprehensive District Improvement Plan (CDIP):** A plan developed by the school district with the input of families, faculty, staff and representatives of school councils

from each school in the district, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.

**Comprehensive School Improvement Plan (CSIP):** A plan developed by the school council with the input of families, faculty and staff, based on a review of relevant data that includes targets, strategies, activities and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.

**Focus Districts:** School districts that have a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap group scores for all districts and that have failed to meet the annual measureable objective (AMO) for the last two consecutive years.

**Focus Schools:** Schools that have a non-duplicated student gap group score in the bottom of non-duplicated student gap groups scores for all elementary, middle and high schools that have failed to meet the AMO for the last two consecutive years; schools with an individual student performance group within assessment grades by level with a score in the third standard deviation below the state average for all students; or high schools that have a graduation rate that has been less than 60 percent for two consecutive years.

**High-Progress Districts:** School districts with an improvement score indicating the district is in the top 10 percent of improvement of all districts as determined by the difference in the two most recent calculations of the overall score.

**High-Progress Schools:** Title I schools that have an improvement score indicating the schools are in the top 10 percent of improvement of all Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the Overall Score and non-Title I schools that have an improvement score indicating the schools are in the top 10 percent of improvement of all non-Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the overall score.

**Highest Performing Districts:** School districts that score at the 90th percentile or higher on the Overall Score. Districts cannot qualify as highest-performing if any schools in the district are categorized as Focus Schools or Priority Schools.

**Highest Performing Schools:** Elementary, middle or high schools that score at the 90th percentile or higher on the overall score.

**Next-Generation Instructional Programs and Supports:** A component of the statewide accountability system based on reviews of instructional programs.

**Next-Generation Learners:** A component of the statewide accountability system based on student data.

**Next-Generation Professionals:** A component of the statewide accountability system based on teacher and administrator data.

**Next-Generation Schools and Districts:** A component of the statewide accountability system that reports performance data for schools and districts.

**Non-Duplicated Student Gap Group Score:** An aggregate, non-duplicated count of achievement scores of student groups that include African-American, Hispanic, American Indian, limited English proficiency, students in poverty based on qualification for free and reduced-price meals, and students with disabilities who have Individualized Education Plans (IEPs).

**Participation Rate:** The percent of students in the school or district that participate in annual statewide assessments and the percent of all groups of students in the school or district that participate in annual statewide assessments.

**Priority Districts:** School districts that have an overall score in the bottom 5 percent of overall scores for all districts that have failed to meet the AMO for the last three consecutive years.

**Priority Schools:** Schools that have been identified as “persistently low-achieving” (PLA) as defined by KRS 160.346.

**Progressing:** A designation attached to a school or district’s classification as proficient, distinguished or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup and graduation rate goal.

## Sample Report (Delivery Targets Tab)

The screenshot shows the Kentucky School Report Card website. The header includes the Kentucky Department of Education logo and the text "Kentucky School Report Card" and "College/Career-Readiness for All". A navigation bar contains links: Profile, Accountability, Assessment, Program Review, Learning Environment, Finance, **Delivery Targets** (circled), and Career and Technical Education. Below the navigation bar, the "Delivery Targets" section is active. It displays the Kentucky Department of Education's vision statement, the calculation of state delivery goals, and the calculation of school and district delivery targets. A table titled "Closing the Achievement Gap (K-12)" is visible, showing data for Proficiency/Gap, CCR, Graduation Rate, Program Review, and K-SCREEN. The table is partially obscured by a large black circle. The last updated date is 09/23/2015.

**Kentucky School Report Card**  
College/Career-Readiness for All

**Delivery Targets**

500 Mero Street  
Frankfort, KY 40601  
Phone: (502) 564-3141  
Fax: (502) 564-5680

**Kentucky**  
State Membership: 655,642

School Year: 2014-15  
Commissioner: [Kevin Brown](#)

The Kentucky Department of Education's vision is to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school college and career-ready. The Kentucky Department of Education is using Delivery as a method to establish yearly targets and five-year goals to help schools, districts and our state meet these expectations.

**Calculation of State Delivery Goals:**  
Each state goal is calculated using the same formula. For example, the state goal for College and Career Readiness (CCR) was computed using the following formula:  
The state CCR baseline rate in 2009-2010 was 34%. To compute the five-year goal, this rate is subtracted from 100 (100 - 34 = 66), then divided by 2 (66/2 = 33) and added back to the 2009-2010 baseline score (34 + 33 = 67). This results in a state CCR five-year delivery goal of 67%.

**Calculation of School and District Delivery Yearly Targets:**  
School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery targets. For example, a school with a 2009-2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the school's baseline and five-year goal (67 - 34 = 33) is divided by 5 (33/5 = 6.6) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the annual delivery targets.

**Closing the Achievement Gap (K-12)**







The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their 2019 Proficiency and Gap delivery goals. The overall delivery targets and goals are created based on the combined percentage of students scoring proficient or higher in math and reading. Delivery targets and goals are provided for all schools, although state- and district-level progress is tracked only for students in grades K-8. The baseline for these data are an average of the proficiency rates for the 2011-2012, 2012-2013, 2013-2014 school years. Data in this table refer to the Kentucky Performance Rating for Educational Progress (K-PREP) test results for elementary and middle schools and K-PREP End-of-Course for high schools, which can be found [here](#).

Last Updated Date: 09/23/2015

## Combined Reading and Mathematics – Elementary School

Combined Reading and Mathematics - Percentage Proficient/Distinguished							
Level	Target Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
		State	State	State	State	State	State
<a href="#">Elementary School - All Students</a>	Delivery Target		52.7	57.9	63.2	68.4	73.0
	Actual Score	47.4	51.5				
	Met Target		No				
Combined Reading and Mathematics - Percent Proficient/Distinguished - Elementary School							
Level	Target Type	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
		State	State	State	State	State	State
Male	Delivery Target		51.4	56.8	62.2	67.6	73.0
	Actual Score	46.0	49.7				
	Met Target		No				
Female	Delivery Target		54.0	59.1	64.2	69.3	74.5
	Actual Score	48.9	53.4				
	Met Target		No				
White (Non-Hispanic)	Delivery Target		55.5	60.4	65.4	70.3	75.3
	Actual Score	50.5	54.8				
	Met Target		No				
African American	Delivery Target		35.0	42.2	49.5	56.7	63.9
	Actual Score	27.8	31.6				
	Met Target		No				
Hispanic	Delivery Target		42.8	49.1	55.5	61.8	68.2
	Actual Score	36.4	39.5				
	Met Target		No				
Asian	Delivery Target		70.3	73.6	76.9	80.2	83.5
	Actual Score	67.0	69.2				
	Met Target		No				
Migrant	Delivery Target		36.9	43.9	50.9	57.9	65.0
	Actual Score	29.9	31.8				
	Met Target		No				
Limited English Proficiency	Delivery Target		30.9	38.6	46.2	53.9	61.6
	Actual Score	23.2	23.7				
	Met Target		No				
Free/Reduced-Price Meals	Delivery Target		43.1	49.4	55.8	62.1	68.4
	Actual Score	36.8	41.4				
	Met Target		No				
Disability-With IEP (Total)	Delivery Target		33.8	41.1	48.5	55.8	63.2
	Actual Score	26.4	28.5				
	Met Target		No				
Gap Group (non-duplicated)	Delivery Target		43.6	49.8	56.1	62.4	68.7
	Actual Score	37.3	41.7				
	Met Target		No				

## Sample Report (Assessment Tab)



REPORT CARDS

DATA SETS

GLOSSARY

CONTACT US

PRINT INSTRUCTIONS

Back To Report Card Search

Profile

Accountability

Assessment

Program Review

Learning Environment

Finance

Delivery Targets

Career and Technical Education

500 Mero Street  
Frankfort KY 40601  
Phone: (502) 564-3141  
Fax: (502) 564-5680

**Kentucky**  
State Membership: 655,642

School Year: 2014-15  
Commissioner: Kevin Brown

State Required Tests

Other Tests

K-PREP

K-PREP End-of-Course

ACT

PLAN

EXPLORE

NRT

K-SCREEN

### Kentucky Performance Rating for Educational Progress (K-PREP)

*K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, mathematics, science, social studies and writing. On-demand writing is also administered in grades 10 and 11. The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).*



# Reading – Elementary School

K-PREP

K-PREP End-of-Course

ACT

PLAN

EXPLORE

NRT

K-SCREEN

Kentucky Performance Rating for Educational Progress (K-PREP)

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, mathematics, science, social studies and writing. On-demand writing is also administered in grades 10 and 11. The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).

Last Updated Date: 09/23/2015

READING - Performance Level

	Enrollment	Number Tested	Participation Rate	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished
level	State	State	State	State	State	State	State	State
<a href="#">Elementary School - All Students</a>	151,716	151,608	99.9	19.6	26.2	37.3	16.9	54.2

By Grade

By Group

K-PREP - Reading - Elementary School - Performance Level

	Enrollment	Number Tested	Participation Rate	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished
Level	State	State	State	State	State	State	State	State
<a href="#">All Students</a>	151,716	151,608	99.9	19.6	26.2	37.3	16.9	54.2
<a href="#">Male</a>	77,815	77,762	99.9	22.0	26.9	35.8	15.3	51.1
<a href="#">Female</a>	73,884	73,829	99.9	17.1	25.5	38.9	18.5	57.4
<a href="#">White (Non-Hispanic)</a>	119,118	119,071	100.0	16.7	25.4	39.1	18.8	57.8
<a href="#">African American</a>	15,360	15,355	100.0	37.5	29.8	26.9	5.9	32.7
<a href="#">Hispanic</a>	9,189	9,150	99.6	27.0	31.8	32.1	9.0	41.2
<a href="#">Asian</a>	2,493	2,476	99.3	14.0	19.1	36.8	30.1	66.9
<a href="#">American Indian or Alaska Native</a>	176	176	100.0	23.9	23.9	35.2	17.0	52.3
<a href="#">Native Hawaiian or Other Pacific Islander</a>	144	144	100.0	22.9	26.4	36.8	13.9	50.7
<a href="#">Two or more races</a>	5,209	5,209	100.0	21.8	27.8	36.9	13.5	50.5
<a href="#">Migrant</a>	468	468	100.0	31.8	34.8	27.1	6.2	33.3
<a href="#">Limited English Proficiency</a>	4,975	4,921	98.9	41.3	35.5	20.4	2.8	23.2
<a href="#">Free/Reduced-Price Meals</a>	94,931	94,857	99.9	25.9	30.0	34.1	10.0	44.1
<a href="#">Disability-With IEP (Total)</a>	21,030	21,022	100.0	39.0	28.9	24.4	7.7	32.1
<a href="#">Disability-With IEP (not including Alternate)</a>	19,427	19,419	100.0	40.7	27.9	23.6	7.7	31.3
<a href="#">Disability-With Accommodation (not including Alternate)</a>	13,008	13,003	100.0	43.6	28.0	21.9	6.5	28.4
<a href="#">Disability-Alternate Only</a>	1,603	1,603	100.0	17.5	40.8	33.9	7.8	41.7
<a href="#">Gap Group (non-duplicated)</a>	103,250	103,158	99.9	25.6	29.9	34.1	10.4	44.5

<a href="#">Middle School - All Students</a>	150,384	150,256	99.9	21.1	25.1	37.2	16.7	53.8
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# Sample Policy

## Planning and Resolution of Issues Regarding Instructional Practices

[KRS 160.345(2)(1)6]

### Purpose:

The Instructional Practices Policy of Kentucky Middle School ensures that all instructional practices align with the Kentucky Middle School's curriculum and establishes an environment where all students achieve to their potential and are prepared for future learning.

### Procedures:

Instructional practices shall be defined as the strategies, techniques and activities used by the classroom teacher to engage students in the learning process.

In preparing lessons, each teacher shall:

- Use varied student-centered instruction;
- Address various learning styles and multiple intelligences;
- Use activities in which all students use higher-order thinking and problem-solving skills;
- Make active use of interdisciplinary connections;
- Adjust instruction to respond to the needs of students;
- Provide for student use of technology for appropriate and varied learning activities and to expand the classroom into the community and beyond;
- Use instructional resources that reflect diversity; and
- Assign homework that extends student learning based on the analysis of classroom data and formative assessments.

Snapshot of Class Period: An ideal class period provides quality instruction and student engagement from bell to bell.

- ✓ Review question or bell-ringer activity
- ✓ Anticipatory set for the day: Review day's objective/essential question
- ✓ Best practice strategy: Guided practice or direct instruction (may include, but are not limited to the following:)
  - Individual assignments
  - Cooperative learning
  - Research projects
  - Reading and summarizing
  - Graphic organizers
  - Manipulatives

- Peer tutoring
- Speakers
- Technology
- Oral presentations
- ✓ Lesson closure: What did you learn today and why?/real-world connections
- ✓ Discussion of homework (if applicable)/preparation for assessment (if applicable)
- ✓ Prepare for the next day

Homework: Homework is to be used to extend the student's opportunity to learn. It is to be completed outside the regular school day and intended to provide added enrichment to practice skills, increase knowledge and explore topics using various learning modes and technologies.

Homework assignments will include not only written work but also cultural and creative activities and projects. Homework is not to be used as a punishment for behavior.

All classroom and enrichment teachers will:

- Engage in age-appropriate home based activities that directly correlate with the days learning target.
- Assign homework that reinforces a skill that has been taught and formatively assessed in the classroom to ensure that all students understand the concept. If the formative assessment shows that students do not understand the concept, homework on that topic or skill will not be assigned.
- Assign homework that provides opportunities to engage parents in the instructional process and has real-world applications.
- Allow time for free reading as part of homework assignments.

All homework will be assessed for understanding within a reasonable timeframe. Teachers will provide appropriate feedback to students and will keep accurate records of homework assessments to use during student conferences and parent-teacher meetings. Homework assessments are not to be included as part of summative assessments for grading purposes. If homework is illegible, teachers may require the student to complete the assignment again in order to assess understanding. In this case, teachers need to contact the parent to discuss the issue prior to sending the back the homework.

Parents and students are to be held accountable for the completion of homework assignments. Teachers shall develop a system for students to note homework (e.g., assignment/agenda book, homework log). This system should remain constant for the entire school year. This system may include the class, the assignment, the due date, necessary materials, and a parent confirmation signature or initials. Non-completion of homework will result in loss of privileges. Students who consecutively or continually do not complete homework assignments will result in

- teacher-student conferences,

- teacher-parent conferences,
- student-guidance counselor conferences, and/or
- student-parent-principal conferences.

**Evaluation:**

Weekly during common planning, as part of professional learning, teachers will reflect on the strategies used, discuss successes and challenges, share possible solutions to challenges and identify areas needing further support. Professional Learning Community team leads will collect the data from these reflections and bring to monthly leadership meeting.